



GRADE 12 DIPLOMA EXAMINATION

English 30

Part A: Written Response

January 1991

Alberta
EDUCATION

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**GRADE 12 DIPLOMA EXAMINATION
ENGLISH 30**

Part A: Written Response

DESCRIPTION

Part A: Written Response contributes 50% of the total English 30 Diploma Examination mark and consists of **TWO** assignments:

	Page Number
MINOR ASSIGNMENT: Personal Response to Literature Suggested time: approximately ½ hour Value: 30% of this examination	3
MAJOR ASSIGNMENT: Literature Composition Suggested time: approximately 1½ to 2 hours Value: 70% of this examination	10

TOTAL TIME: 2½ hours

INSTRUCTIONS

- Read the **WHOLE** examination before you begin to write.
- Follow instructions carefully.
- Complete **BOTH** assignments.
- Space is provided in the booklet for planning and drafting and for your revised work. Please write your revised work in blue or black ink.
- You may use a nonelectronic English language dictionary and a thesaurus, but you may not use any other reference materials.
- Budget your time carefully; the suggested time for each section is a guideline for you.
- Do not write your name anywhere in this booklet.

JANUARY 1991

ENVY

cret
ealed before.

somewhere a boy
y envy.

he fights;
never so guileless and bold.

he laughs —
uld never laugh like that.
ks about with bumps and bruises;
en better combed,
intact.

iss
all those passages in books

re he is stronger too.
re blunt and harshly honest,
vil for any good it may bring;
dropped my pen:
“It isn’t worth it . . .
’s worth it!”

and pick up the pen.
ravel a knot,
he’ll cut it through,
either unravel a knot,
nor cut it through

in love,
he won’t fall out of it,
falling in
and out of love.

ny.
Start to smile.
be a simple soul:
to smile;
o live in a different way . . .”
tried to persuade myself of this,
each man his fate . . .”
there is somewhere a boy
ve far more than I.

Yev
Translated b

MINOR ASSIGNMENT: Personal Response to Literature
(Suggested time: approximately 30 minutes)

In the poem “Envy,” the speaker describes behavior that he considers to be ideal: more advantageous, desirable, or acceptable than his own.

Choose a quotation from the poem that you associate with an experience of desiring an ideal. Describe how this desire affected your attitude or behavior.

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 4, 6, and 8.

MINOR ASSIGNMENT: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on pages 6 and 8.

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MINOR ASSIGNMENT: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for Planning and Drafting on page 8.

MINOR ASSIGNMENT: Personal Response to Literature

REVISED WORK

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There is additional space for Revised Work on page 9.

MINOR ASSIGNMENT: Personal Response to Literature

PLANNING AND DRAFTING

MINOR ASSIGNMENT: Personal Response to Literature

REVISÉD WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MAJOR ASSIGNMENT: Literature Composition

(Suggested time: approximately 1½ to 2 hours)

A common human impulse is the desire for that which represents an ideal. An ideal may be represented in the physical, intellectual, moral, practical, or emotional attributes of another person or way of life. Literature offers many examples of the ways in which individuals are influenced by an ideal. For example, in the poem “Envy,” Yevgeny Yevtushenko uses contrast to suggest that the concept of an ideal may be a persistent influence in people’s lives.

Write a composition based on other literature you have studied in which the author examines the ways that an ideal influences behavior. What ideas does the author develop regarding the influence of an ideal on individual behavior? Provide specific details from the literature you choose that will support and develop your controlling idea.

Guidelines for Writing

- **CHOOSE** your selection from relevant short stories, novels, plays, poems, other literature, or films that you have studied in your high school English classes. You may choose to discuss more than one selection.
- **FOCUS** your composition on the topic. Provide only those details that support your controlling idea. You may wish to consider discussing the significance of the author’s use of such elements as character development, setting, irony, contrast, conflict, imagery, symbol, etc.
- **ORGANIZE** your composition so that your ideas are clearly and coherently developed.

MAJOR ASSIGNMENT: Literature Composition

INITIAL PLANNING

Space is provided here for you to identify the literature you plan to use and to state your controlling idea or thesis.

Author and Title

Controlling Idea
or Thesis Statement

There is additional space for Planning and Drafting on even-numbered pages.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

MAJOR ASSIGNMENT: Literature Composition

REVISED WORK

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There is additional space for Revised Work on odd-numbered pages.

MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

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MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

MAJOR ASSIGNMENT: Literature Composition

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MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

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MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

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MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

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MAJOR ASSIGNMENT: Literature Composition

PLANNING AND DRAFTING

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